

NORTHAMPTON SCHOOL FOR GIRLS

Policies and Procedures

Title:	Remote and Blended Learning Policy
Associated Policies:	<ul style="list-style-type: none">• Behaviour Policy• Behaviour Policy Covid-19 Addendum• Anti-Bullying Policy• Acceptable use of Technology Policy• Safeguarding and Child Protection Policy• Safeguarding Policy Covid-19 Addendum

1	Policy Statement
	Northampton School for Girls is committed to providing continuity of education to its students under the circumstances outlined below, and will do so through a process of remote (online) learning.

2	Who does this policy apply to?
	<p>Situations where this policy may apply include:</p> <ul style="list-style-type: none">• A student who is absent from school for pre-agreed reasons e.g. taking part in a sporting tournament.• Student exclusion.• Student internal isolation.• Student working outside of the classroom for other reasons sanctioned by a member of the extended leadership team.• Students unable to attend school due to a period of advised self-isolation but who otherwise remain well.• An extended period of school closure.• A teacher who is isolating but is well enough to plan and deliver their lessons remotely. <p>This policy <u>does not</u> apply in situations such as:</p> <ul style="list-style-type: none">• A student who absents themselves from school without prior authorisation from the school, with or without parental permission, e.g. a family holiday taken in term time.• A parental decision to absent their child as a precaution against an outbreak of infectious disease but contrary to official medical advice from Public Health England, the UK Government or the World Health Organisation.

3	Who is responsible for carrying out this policy?
	<ul style="list-style-type: none">• All teachers and tutors at Northampton School for Girls (NSG).• All Subject TLR holders and Heads of Year.• All members of the SEND team.• The Designated Safeguarding Officer.

4	What are the principles behind the policy?
	'Remote Learning' refers to the provision of instruction, explanation, work, teacher support, assessment and feedback from teachers to students in the event that lessons are unable to be delivered 'face-to-face' as normal.

5	Procedures (standards)
<p>5.1 Individual Remote Learning</p> <p>This section of this policy applies in situations where the school remains open and working as normal, but an individual student is unable to attend lessons as normal and is otherwise well and able to work; e.g. a period of advised self-isolation or an absence that has been authorised by the school in advance.</p> <p>In these cases, the school will provide the following, coordinated by the student's Head of Year:</p> <ul style="list-style-type: none">• The Head of Year will request that subject teachers provide a suitable task or tasks to be shared with students via an appropriate means e.g. email, Google Classroom, live streaming of lessons, pre-recorded lessons or subject specific App.• The Head of Year will also give an indication to teachers of the length of time the student will be working from home or elsewhere in the school outside of their usual classroom and will update teachers if this changes.• Class teachers will make tasks available for students to access in line with their school timetable providing learning that follows the curriculum in sequence.• Teachers will assess work and provide feedback to students according to the marking and feedback policy. There may be occasions where reasonable adjustments have to be made to assessment tasks or the format in which the feedback is given depending on the nature of the assessment. Heads of Faculty will approve these adjustments. <p>5.2 Staff absence</p> <p>This section of the policy applies where teachers are isolating at home, but who are well enough to work. It will ensure optimal continuity of curriculum coverage by a subject specialist, and a teacher that students are familiar with.</p> <p>In these cases, teachers will be expected to:</p> <ul style="list-style-type: none">• Plan their lessons for staff who are covering their lessons, including supply teachers. These lesson plans should be communicated via the school's cover system.• Where practical and appropriate for the content of the planned lesson, teachers who are isolating should deliver their lesson remotely by live streaming to their class.• Work should be assessed and feedback provided in line with department policy.• For live streamed lessons, the class will be supervised in school by a suitable adult. For example, a cover supervisor. They will ensure that behaviour for learning is consistent with the NSG Expects.• For live streamed lessons, the Head of Faculty or subject leader will be responsible for checking that the required technology is in place and running smoothly. <p>5.3 A Period of School Closure</p> <p>Such situations are inevitably highly varied in their causes and ramifications. A period of school closure will include the following:</p> <ul style="list-style-type: none">• An entire class working from home and the teacher and students are well and able to work.• An entire year group working from home and the teachers and students are well and able to work.• Full school closure and the teachers and students are well and able to work. <p>We will endeavour to provide continued learning for our students during any period of closure in the following ways:</p>	

- The provision of relevant, developmental work for each subject area and each year group which enables students to make continued progress.
- Regular, live instruction from staff, with the ability for students to ask questions of their teachers in real time.
- Use of technology to provide explanations and modelling.
- The opportunity for students to have their work assessed by their teachers and receive feedback on it.
- Use of existing, quality assured, online learning resources e.g. Oak National Academy, Hegarty maths, Seneca Learning.

Any provision of remote learning to achieve these five aims assumes that students and staff have access to a device and the internet at home. For any students who do not have access to either of these, especially students who are disadvantaged or those with SEND, we will make provision by loaning devices or inviting these students into school.

We cannot assume that everyone has access to printing facilities, so, in the main, work set and submitted for assessment will be entirely electronically set and distributed.

5.4 Frequency of Lessons During School Closure

- In line with the January 2022 DfE Guidance, the remote education provided should be equivalent in length to the core teaching students would receive in school and will include both recorded or live direct teaching time, and time for students to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum, 4 to 5 hours a day.
- Students are expected to work on tasks during the week in which they are set and to meet all deadlines.
- Students should log onto their Google Classroom, or join a pre-arranged Google Meet at the time they would normally have a lesson in that subject and read and follow any instructions given.
- Teachers will ensure that work is set and made available to cover the allocated lessons for the week ahead, and that sufficient resources are made available to students via electronic means to allow them to carry out this work at home. Where textbooks are not available online staff should, at the very least, scan relevant pages and share them with students along with the resources for that week's lessons.
- Teachers are expected to have an online presence via Google Classroom/ Google Meets at the time they would normally have a lesson with that year group to monitor progress with work, check for misconceptions and answer any questions and provide feedback.
- Students must check their emails at the beginning and the end of the school day and read and respond to communication from the school.
- Subject areas are expected to deliver 'live sessions' or pre-recorded lessons where appropriate. This should especially be done for hard to access learning where a familiar voice or face and knowledge of our school context and approach to learning will enhance impact. These lessons should be planned and prepared in consultation with Heads of Faculty and the E-safety officer.
- Students must take part in the live sessions that are available if they are well enough to do so and circumstances allow.
- Assessment and Feedback: The work that is set will, as far as is possible, include one piece of work in each subject each week (though with varying demands depending on how frequently a particular subject is taught) which is to be submitted for teacher assessment and feedback.
- Heads of Faculties are required to maintain oversight of the appropriateness and quality of the work set across their faculties.

5.5 Delivery of Live Streamed Lessons

- NSG Google Classrooms and Google Meets should be used to prevent un-authorized access. These are password protected.
- Live lessons should only be delivered during school hours.

- Staff should record the length, time, date and attendance of any live lessons held.
- A member of SLT, the Designated Safeguarding Lead, Head of Faculty or Head of Year may arrange to 'drop into' live lessons as required.
- Parents/carers should be made aware that live lessons will take place throughout the week so that they can put in place any supervision that they feel is appropriate.
- Consent will be asked for centrally for permission to record live lessons. If a teacher chooses to record their lesson all participants should be made aware of this. The lesson should only be made available on the Google Classroom.
- Staff should minimise live camera time by talking over Power Point slides or sharing work demonstrations.
- Schools should restrict access to chat and/or video functions after a live lesson has ended by closing Google Meet.
- The teacher should be aware that other household members may be present during live lessons, e.g. family members. Clear expectations should be shared with the whole community to ensure anyone who can be seen and/or heard during live lessons is suitably clothed, uses appropriate language and does not share sensitive/personal information.
- Students should be encouraged to access the live stream from a shared/communal space or room with an open door and/or when appropriately supervised by an appropriate adult.
- Students are expected to behave in line with the school's behaviour policy and the six NSG Expects. Students will be reminded of these and how they relate to remote learning through assemblies and communication via the Heads of Year.
- Students should be instructed that they must only use the microphone and camera when invited to do so by the teacher, and that all contributions, by microphone or chat, must be in line with the school's behaviour policy and the six NSG Expects.
- The teacher should remind students of the expectations before each live lesson.
- Students must:
 - Dress appropriately, for example clothes they might wear for a non-uniform day, not pyjamas.
 - Behave as they would in a classroom
 - Ensure there is a neutral background to their videos or use background blur options
 - Live stream from a shared or communal space or room with an open door and/or when appropriately supervised by an appropriate adult

5.6 Incidents of Disruption to Learning or Failure to Submit Assignments

- For the first incident of causing a disruption to learning or failure to submit assignments by the agreed deadline, the class teacher will make direct contact with the student to remind them of our expectations for behaviour for remote learning and to ascertain any help or support they might need to meet these expectations.
- In the case of a second incident, the class teacher will make direct contact with the parents/carers of the student to remind them of our expectations and to agree the best support that can be put in place for improved behaviour for remote learning.
- In the case of a third incident, the class teacher will liaise with the Head of Year to see if this is a repeated pattern of behaviour across other subjects. If this is the case, the Head of Year will work with the student and their parents/carers to address the student's barriers to remote learning.
- If this behaviour is limited to one subject, the Head of Faculty will liaise with the class teacher to agree the best approach for improved behaviour for remote learning.

5.7 Learning Enrichment

Heads of Year, along with the PE staff, will post regular activities for students to engage with that do not always require the use of technology eg physical exercise tasks, reading tasks, exploration challenges. These will be set

on a weekly, fortnightly or monthly basis depending on the nature and demands of the task. Photographic evidence of engagement will be encouraged.

5.8 Pastoral Care

Northampton School for Girls is committed to providing exemplary pastoral care.

Form tutors will make daily contact during tutor time with their form group via their tutor group's Google Classroom to talk about progress with work, health and wellbeing.

The PSHE curriculum will continue and be delivered remotely by form tutors during morning registration.

The normal channels of communication regarding pastoral care will remain open; students can contact their Form Tutor, Head of Year, or Head of Learning Community, or indeed any member of staff should they prefer, by email.

We will increase the frequency of communication with parents/carers via emails and letters. These will be through members of the Senior Leadership Team and the Heads of Year.

5.9 Recommendations for 1:1 session between a member of staff and a student

One-to-one sessions may be appropriate in some circumstances; e.g. to provide pastoral care, to provide individual feedback, to provide support for students with special educational needs or disabilities or for vulnerable students who are struggling to access their learning along with their peers.

- Line managers must be made aware of the purpose of the session and the time that it is to take place.
- The session should take place during the school day.
- The date, time duration and attendance should be recorded.
- The session should only take place using school equipment, platforms and accounts.

5.10 Safe Use of Technology

Please read the following alongside the NSG Acceptable use of Technology Policy.

Any online contact between students and staff must only take place through official school channels, which are:

- Devices provided by the school, e.g. school laptops. If this is not possible, the member of the senior leadership team in charge of IT should ensure clear expectations are in place, for example restricting access, locking devices, blocking/withholding personal phone numbers, logging times/dates of contact and not taking or recording images for their own personal use.
- Northampton School for Girls (@nsg.northants.sch.uk) email address only. No personal email addresses or personal social media accounts must be used by either staff or pupils.
- Google Classrooms or Google Meets (through Northampton School for Girls email address only).
- Staff must attend the training on safe use of Google Classrooms and Google Meets.
- Staff must attend training on best practice for remote teaching and learning, including best use of the technology, applications and learning platforms.
- Resources used should be used in line with licensing and copyright.
- Any personal data used by staff or captured or used when delivering remote learning must be processed and stored with appropriate consent and in accordance with data protection requirements (the Data Protection Act 2018, GDPR and relevant school policy).

- Students must not record and share lessons on social media. If they do, the sanctions outlined in the behavior policy will apply.
- Students must only make appropriate, respectful comments if invited to comment during an online lesson.
- Staff and students, when broadcasting on a Google Meet or Google Classroom, must be dressed appropriately and be mindful of images in view of their camera. Ideally background blur tools will be enabled when live or prerecorded lessons are shared.
- Staff and students must ensure no personal data is visible when streaming sessions, e.g. open spreadsheet that is accidentally screen-shared.

5.11 Additional Work Requests

If students or parents ask for additional work beyond that set as part of the requirements above, subject areas should have a bank of general resources available, such as interactive websites and support activities, and point pupils and parents in that direction. In order to ensure teachers are able to perform the minimum expectations outlined above.

5.12 Training and Support

The school will provide a range of training opportunities that teachers should access before any planned school closure. Teachers should ensure that they have looked through specific instructions, accessed the Google Classroom training resources on the NSG CPD website, and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers or the Deputy Head responsible for the quality of education.

5.13 Support for pupils with SEND, EAL and other specific learning needs.

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Individual Learning Plans are available for SEND pupils and advice can be sought from the SEND coordinator. In addition, the SEND team will maintain contact with pupils on their lists requiring regular support, by email or phone with parents/pupils and feed back to teachers if required. The SEND team may also attend on line lessons to support the students they have been assigned to.

5.13 Safeguarding

During a school closure, students, parents/carers and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between students and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. Students, parents/carers and teachers should also refer to the Safeguarding Policy Covid-19 Addendum. Any questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead, Abigail Boddy aboddy@nsg.northants.sch.uk

6 Policy Review

This policy will be monitored as part of the Academy's annual internal review and reviewed on a three year cycle or as required by legislature changes.